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ABSTRACT

Presented is an overview of the Section 504 regulations of the 1973 Rehabilitation Act, with section-by-section analysis of the implications of these regulations for state and local educational agencies serving handicapped students. Final rules and regulations along with corresponding implications are provided in six sections (sample subtopics are in parentheses): general provisions (definitions, discrimination prohibited, and assurances); employment practices; program accessibility (existing facilities and new construction); preschool, elementary, and secondary education (application, free appropriate public education, and procedural safeguards); post-secondary education; and health, welfare, and social services. (SBH)

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The Rehabilitation Act

An Analysis of the Section 504 Regulation and Its Implications for State and Local Education Agencies

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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An overview of the Section 504 regulation of the 1973 Rehabilitatio.. Act, with section-by-section analysis of the implications of these regulations for state and local educational agencies to assist in complying with Section 504.

TO THE READER: Please note that the following document is based on Final Rules and Regulations. A printing error indicates Proposed Rules and Regulations.

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"No otherwise qualified handicapped individual . . . shall, solely by the reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

— Section 504 of Public Law 93-112, The Rehabilitation Act of 1973

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It is our intention that this document serve as a quick reference resource to users for information on Section 504 of the Rehabilitation Act.

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August 1, 1977

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INTRODUCTION

Early in 1972, Congress began to review the federally-funded vocational rehabilitation program for the handicapped and develop legislation which would extend the program. In the many days of hearings that were held, it was clear that major changes in the law were necessary. The testimony revealed, for example, that the severely handicapped had almost been ignored by current programs due to low levels of Federal funding.

Twice vocational rehabilitation legislation passed both houses of Congress. President Nixon's concern for increased congressional expenditures resulted in vetoes of both the original and revised versions of the Bill.

Finally in September of 1973, the Vocational Rehabilitation Act (Public Law 93-112) passed both houses of Congress and was signed that same month by the President. As part of the act, Congress enacted Section 504 which provided that handicapped persons cannot be discriminated against solely on the basis of their handicap. Thus Section 504 became the first Federal civil right law to protect the rights of handicapped persons. The language of Section 504 is almost identical to the comparable non-discrimination provisions of Title VI of the Civil Rights Act of 1964 (applying to racial discrimination) and Title IX of the Education Amendments of 1972 (applying to sex discrimination).

In issuing the regulations for Section 504 on April 29, 1977, Joseph Califano, Secretary of Health, Education, and Welfare, made the following statement:

> For decades, handicapped Americans have been an oppressed and, all too often, a hidden minority, subjected to unconscionable discrimination, beset by demoralizing indignities, detoured out of the mainstream of American life and unable to secure their rightful role as full and independent citizens.
>
> Today I am issuing a regulation, pursuant to Section 504 of the Rehabilitation Act of 1973, that will open a new world of equal opportunity for more than 35 million handicapped Americans—the blind, the deaf, persons confined to wheelchairs, the mentally ill or retarded, and those with other handicaps.
>
> The 504 Regulation attacks the discrimination, the demeaning practices and the injustices that have afflicted the nation's handicapped citizens. It reflects the recognition of the Congress that most handicapped persons can lead proud and productive lives, despite their disabilities. It will usher in a new era of equality for the handicapped individuals in which unfair barriers to self-sufficiency and decent treatment will begin to fall before the force of the law.

Besides Section 504 of PL 93-112, Sections 502 and 503 will also be of interest to state and local educational personnel. Section 502 mandates the elimination of architectural barriers which would make buildings inaccessible to the handicapped and creates the Architectural and Transportational Barriers Compliance Board. Section 503 states that any Federal contractor (with a contract in excess of $2,500) must take affirmative action to employ the handicapped.

COMMENT: The Education for all Handicapped Children Act (PL 94-142) and The Rehabilitation Act (Section 504)

All state education agencies and virtually all local education agencies required to comply with Section 504 will find it difficult to do so without the funds provided under PL 94-142. In these cases, free appropriate public education as defined by that Act, and the evaluation and educational service requirements of PL 94-142, will, for all practical purposes, constitute basic compliance requirements under § 84.33, 84.34, 84.36, and 84.37 of the Regulation. In certain situations (e.g., 84.33(d), 84.34(c))the Section 504 regulations may impose additional responsibilities.

PROPOSED RULES AND REGULATIONS FOR SEC. 504— REHABILITATION ACT OF 1973	IMPLICATIONS
Subpart A — General Provisions	
§ *84.3 Definitions*	
(f) Recipient — State, political subdivision, public/private agency, institution, organization, etc, which is receiving Federal financial assistance from Health, Education, and Welfare.	All state education agencies and local education agencies receiving any HEW funds directly or indirectly are considered recipients. State education agencies are also responsible for the supervision of private schools.
(j) Handicapped Person — physical or mental impairment which substantially limits one or more major life activities.	Handicapped definition also includes those children suffering from drug and alcohol abuse. (The Attorney General's opinion concludes that "drug addiction and alcoholism are 'physical or mental impairments' within the meaning of section 7(6) of the Rehabilitation Act of 1973, as amended, and that drug addicts and alcoholics are therefore handicapped for purposes of section 504 if their impairment substantially limits one of their major life activities." Appendix A — Analysis of Final Regulations, p. 22686).
(k) (2) Qualified Handicapped Person with respect to public educational services would be:	
(i) of any age during which nonhandicapped persons are provided services,	
(ii) of any age where it is mandatory under state law to provide services to handicapped persons,	Coverage extends to adult education and preschool programs.
(iii) any person to whom state is required to provide free appropriate public education under 612 of Education for the Handicapped Act as amended by PL 94-142.	All children must be provided free appropriate public education.
§ *84.4 Discrimination Prohibited*	
(a) General—on the basis of handicap, no individual shall be excluded from participation in activities which receive Federal financial assistance.	Activities include those of an extra curricular as well as those of a curricular nature. Liabilities extend to those programs that are part of a self-contained educational unit (i.e. Federal funds would not be withheld for regular elementary and secondary education programs if discrimination was found in adult education).
(b) Recipients may *not* do the following:	Implications for program evaluation of current delivery systems to ascertain equality of services.
(1) • Deny the handicapped equality of opportunity, • Provide the handicapped services or benefits which are not as effective as that provided to non-handicapped, • Perpetuate discrimination by assisting any agency that discriminates on the basis of handicap,	Effectiveness is determined by examining the ability of a student to gain from instruction.

PROPOSED RULES AND REGULATIONS FOR SEC. 504— REHABILITATION ACT OF 1973	IMPLICATIONS
• Limit the handicapped in opportunities provided others.	Efforts must be made to provide special opportunities so handicapped can be included in school programs (i.e. transportation).
(2) May not provide different services to the handicapped unless such action is appropriate to provide qualified handicapped persons with services as effective as those provided others and in the most integrated setting appropriate to the person's needs.	Local education agencies and state education agencies can justify different treatment only if it is necessary to provide services that are as effective as those provided to others.
(3) Even if separate programs exist in accordance with provisions of this part, a recipient may not deny a handicapped individual the opportunity to participate in programs that are not different.	Most handicapped children are able to participate in several portions of the regular education programs, even though they may not be able to participate in other portions. In offering services, local education agencies and state education agencies cannot use administrative methods (e.g. require a non-ambulatory job applicant to apply in person to an inaccessible location) or set standards (e.g. require a blind student to read and complete an application) which inherently disadvantage handicapped students or employees.
(4) May not utilize criteria in determining services to be offered which will:	Graduation and textbook standards, audio-visual lists, admissions requirements, etc., cannot perpetuate discrimination.
• discriminate on the basis of handicap,	
• impair accomplishment of the objectives of a recipient's program with respect to handicapped persons,	States must insure that procedures at the local level do not discriminate against the handicapped.
• perpetuate discrimination of a recipient when other recipients are subject to common administrative control or are agencies of the same state.	
(5) May not determine the site for a facility when the site would:	
• have the effect of excluding handicapped,	All sites for future facilities must be accessible to the handicapped.
• have the purpose of impairing the objectives of the program with §84.5.	
§ *84.5 Assurances*	
(a) Assurances Required — Applicant shall submit written assurance of compliance to Director, Office of Civil Rights.	The state is responsible for the assurance submitted by the state education agency, other state agencies and the local education agencies.
(b) Duration of Obligation and Covenants	
• obligation for compliance will be in effect as long as Federal funds are being extended;	The state education agency's statewide assurance of compliance is itself in default if any local education agency is found by Health, Education, and Welfare to have violated its assurance.

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
• when real property is provided a covenant to assure non-discrimination will be required.	State education agencies may be sued or joined in administrative fund termination proceeding.
§ *84.6 Remedial Action, Voluntary Action, and Self-Evaluation*	
(a) Remedial Action—if director finds recipient has discriminated against persons on the basis of handicap, the director:	
(1) should take such remedial action as he deems necessary;	
(2) may require either or both recipients to take remedial action where a recipient has discriminated against persons on the basis of handicap and where another recipient exercises control over recipient which has so discriminated;	Should state education agencies and local education agencies not comply with recommendations of Office of Civil Rights, a portion of a new state education agency and all new local education agency Health, Education and Welfare funds going to the local education agency could be withheld even before a hearing. After a hearing, all funds going to local education agencies could be terminated if the local education agencies is found in non-compliance.
(3) may require recipient to take remedial action with respect to handicapped persons who are no longer participants in the program when such discrimination occurred.	State education agencies and local education agencies may need to set up new programs to meet this requirement. State education agencies can be penalized if local education agencies do not provide appropriate programs.
(b) Voluntary Action—Recipient may take additional steps, other than what is required to overcome effects of conditions which resulted in limited participation in the recipient's program or activity by qualified handicapped persons.	
(c) Self-Evaluation	
(1) within one year from effective date, recipients shall:	State education agencies and local education agencies must redesign or modify current evaluation systems.
(i) evaluate, with assistance (including handicapped persons), policies and practices in terms of the requirement of this part,	State education agencies and local education agencies should provide for internal audit at respective levels by a team including handicapped persons. State education agencies' oversight relationship to local education agencies should also be evaluated.
(ii) modify policies and practices which do not meet the requirements of this part,	
(iii) take steps to eliminate any discriminatory practices.	State education agencies and local education agencies must re-examine current policies and procedures and make changes as soon as possible to eliminate existing problems. Prompt action here can avoid later compliance confrontation in the courts or with Health, Education, and Welfare.

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
(2) Maintain a self-evaluation file for three years and provide to the director upon request any modification which alleviates discrimination.	Monitoring record-keeping and reporting necessary for compliance.
§ *84.8 Notice*	
(a) A recipient that employs 15 or more persons shall take appropriate steps to notify participants, beneficiaries, applicants and employees that it does not discriminate on the basis of handicap in violation of Section 504.	This applies to all agencies and organizations receiving Federal financial assistance from Health, Education, and Welfare.
(b) General informational publications of the recipient shall include a statement of the policy described above.	
Subpart B—Employment Practices	
(a) Essentially states that recipients will prohibit discrimination in hiring on the basis of handicap, provide reasonable accommodations for handicapped employees, not use employment criteria which discriminate on the basis of handicap, not make pre-employment inquiries to use if a candidate is handicapped, not discriminate in employee compensation benefits on the basis of a handicap, not classify a job for handicapped or nonhandicapped, not discriminate with fringe benefits on the basis of handicap.	State education agencies and local education agencies cannot discriminate against the handicapped in employment opportunities. State education agencies may find it necessary to rewrite hiring criteria or job descriptions so as not to discriminate against the handicapped. To the extent that state education agencies set job requirements, standards, etc., the state education agency is responsible to insure that these standards do not discriminate against the handicapped.
Subpart C—Program Accessibility	
§ *84.21 Discrimination Prohibited* No handicapped person shall be subjected to discrimination because of inaccessible or unusable facilities.	While a public school district need not make each of its buildings completely accessible, it may not make only one facility or part of facility accessible if the result is to segregate handicapped students in a single setting.
§ *84.22 Existing Facilities*	
(a) Program accessibility. Programs when viewed in entirety must be accessible to handicapped persons. Does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.	Program and facility planning must insure that handicapped children have the same curricular and extracurricular choices that non-handicapped children have.

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
(b) Methods. A recipient may comply with the requirements of paragraph (a) of this section through such means as: • alteration of existing facilities • redesign of equipment • reassignment of classes to accessible buildings • assignment of aides • other methods which would make program accessible • Programs shall be accessible within 60 days of effective date. If structural changes are necessary, such changes shall be made within three years of the effective date, but in any event as expeditiously as possible.	The Architectural and Transportation Barriers Compliance Board created by Section 502 is available to advise local education agencies and state education agencies whether their facilities meet the requirements of this subpart.
§ *84.23 New Construction* New facilities must be accessible to the handicapped either through initial construction or alteration and shall conform to standards of the American National Standards Institute.	All new facilities must not only be accessible but must also meet the standards of the American National Standard Institute.
Subpart D—Preschool, Elementary, and Secondary Education	
§ *84.31 Application of this subpart* Subpart D applies to preschool, elementary, secondary, and adult education programs and activities that receive or benefit from Federal financial assistance for the operation of such programs or activities.	
§ *84.32 Location and Notification* A recipient which operates a public elementary or secondary education program shall annually:	
(a) undertake to identify and locate every qualified handicapped person residing in the recipient's jurisdiction who is not receiving a public education; and	Child find programs must be implemented and maintained.
(b) take appropriate steps to notify handicapped persons and their parents or guardians of the recipient's duty under this subpart.	Parents must be notified of the state education agency and local education agency's responsibilities under Section 504.

PROPOSED RULES AND REGULATIONS FOR SEC. 504— REHABILITATION ACT OF 1973	IMPLICATIONS
§ *84.33 Free Appropriate Public Education*	
(a) General A recipient that operates a public elementary or secondary education program shall provide a free appropriate public education to each qualified handicapped person who is in (domicile or actual residence) the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.	All qualified handicapped persons must be provided a free and appropriate education.
(b) Appropriate Education	
(1) Regular or special education must be provided that is designed to meet the needs of handicapped persons as adequately as the needs of non-handicapped persons are met.	Handicapped individuals must be provided an educational program which is of the same quality as the program for non-handicapped individuals.
(2) Implementation of an individualized education program developed in accordance with the Education of the Handicapped Act is one means of providing an appropriate education.	Individual Education Program as required by PL 94-142 is not required but is one alternative strategy of providing appropriate education. Compliance may require development of an in-service program to train or retrain personnel to deal with students exhibiting specific handicapping conditions and making available appropriate materials and equipment.
(3) Recipient remains responsible for handicapped person even if it refers such person to a program other than the one it operates.	State education agencies and local education agencies remain responsible regardless of which agency provides services.
(c) Free Education	
(1) Educational and related services must be provided without cost to the handicapped person except for those fees that are imposed on non-handicapped persons. Recipient still responsible for costs if it refers handicapped person to another program.	Since recipient is responsible for costs, an interagency financial agreement will have to be consummated so that public agency (recipient), rather than handicapped individual and his/her family, will bear the costs for provision of education and related services.
(2) Recipient will be required to pay additional transportation costs if it refers handicapped person to another program.	Recipients will be responsible not only for educational costs but also transportation costs if handicapped child is referred to a private institution. Recipients will also be responsible for room and board costs if referral is made to a residential program.
(3) Recipient will be required to pay room and board costs if it refers handicapped person to a residential program.	

PROPOSED RULES AND REGULATIONS FOR SEC. 504— REHABILITATION ACT OF 1973	IMPLICATIONS
(4) If recipient has conformed with this section and handicapped person chooses placement in a private school, then recipient is not required to pay for person's education in the private school.	
(d) Compliance Recipients cannot exclude any qualified handicapped person from a public elementary or secondary education after June 3, 1977, and must be in full compliance with the other requirements at the earliest practicable time and in no event later than September 1, 1978.	Handicapped individuals cannot now be excluded from public elementary or secondary education, and must be identified, evaluated, placed and served as soon as possible and in no event later than September 1, 1978.
§ *84.34 Educational Setting*	
(a) Academic Setting A recipient shall educate each handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person.	State education agency planning must accommodate requirement that local education agencies provide education in the least restrictive environment. (To the maximum extent appropriate handicapped children must be educated with non-handicapped children). Inservice training for regular education teachers and administrators will be necessary.
(b) Non-academic setting Handicapped children must also be provided nonacademic services (meals, recess periods, etc.) in as integrated a setting as possible.	Re-examination of non-academic services for accessibility and non-discrimination may need to be undertaken.
(c) Comparable Facilities If separate facilities and services for the handicapped are necessary, these facilities must be comparable to other facilities provided by the recipient.	Facilities, services, and activities for the handicapped students must be qualitatively comparable to those for non-handicapped.
§ *84.35 Evaluation and Placement*	
(a) *Preplacement evaluation.* A recipient may not take any action regarding the educational placement, denial of placement, or transfer of placement of a person who, because of handicap, needs or is believed to need special education or related services without fully and individually evaluating such person's special educational needs.	State must assure the appropriate number of qualified diagnostic staff are available to provide adequate assessment of student needs.

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
(b) *Evaluation procedures.* A recipient shall establish standards and procedures for the evaluation and placement of persons who, because of handicap, need or are believed to need special education or related services which ensure, at a minimum that:	
(1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;	State must examine evaluation materials currently used to ascertain their validity for specific populations to be assessed. This process shall include development of criteria by which to validate evaluation instruments and determine a level of test reliability for both manufactured and teacher-made assessment devices. Staff training must be provided to develop staff competency to apply instruments.
(2) Tests and other evaluation materials include those tailored to assess specific areas of educational needs and not merely those which are designed to provide a single general intelligence quotient;	
(3) Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors which the test purports to measure).	
(c) *Placement Procedures.* A recipient shall interpret evaluation data and make placement decisions by	Multifactored assessment must take place before placement is required. Training in the group decision-making placement process may be necessary.
(1) drawing upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior,	
(2) establishing procedures to ensure that information obtained from all such sources is documented and carefully considered,	

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
(3) ensuring that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensuring that the placement decision is made in conformity with § 84.34.	
(d) *Re-evaluation.* A recipient to which this section applied shall establish procedures, in accordance with paragraph (b) of this section, for periodic re-evaluation of students who have been provided special education and related services. A re-evaluation procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement.	Re-evaluation as required by PL 94-142 is an acceptable procedure.
§ *84.36 Procedural Safeguards* A recipient shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of Section 615 of the Education of the Handicapped Act is one means of meeting this requirement.	Each recipient may establish its own system for insuring procedural safeguards. Procedural safeguards (Sec. 615 of Education for the Handicapped Act) provisions as stated in PL 94-142 are an acceptable alternative. Establishment of statewide due process procedures may make it easier for state education agencies to monitor local education agencies' compliance. Training in interpretation of the Family Educational Rights and Privacy Act and in monitoring its implementation may be necessary.
§ *84.37 Non-Academic Services* (a) General (1) A recipient shall provide non-academic and extracurricular services and activities in such a manner as is necessary to afford handicapped students an opportunity for participation in such services and activities.	Restructuring and planning for extra-curricular and non-academic services may be necessary to assure inclusion of handicapped in these activities.

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
(2) Non-academic and extracurricular services and activities may include counseling services, physical education, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipient, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the recipient and assistance in making available outside employment.	Personnel working in non-academic and extracurricular activities may need inservice training on how to involve and integrate handicapped persons into activities.
(b) Counseling services. A recipient which provides personal, academic, or vocational counseling, guidance or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are non-handicapped students with similar interests and abilities.	School counselors may need inservice training in career education for the handicapped.
(c) Physical Education and Athletics	
(1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient which offers physical education courses or which operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.	Planning and implementation of new programs or alteration of existing programs may be necessary.
(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to non-handicapped students only if separation or differentiation is consistent with the requirements of Section 84.35 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.	Replanning of physical education and athletic activities may be necessary. Local education agencies must justify separate or different physical education activities. Interscholastic eligibility should be re-examined with regard to this provision.

PROPOSED RULES AND REGULATIONS FOR SEC. 504— REHABILITATION ACT OF 1973	IMPLICATIONS
§ *84.38 Preschool and Adult Education Programs* A recipient that operates a preschool education or day care program or activity or an adult education program or activity may not, on the basis of handicap, exclude qualified handicapped persons from the program or activity and shall take into account the needs of such persons in determining the aid, benefits, or services to be provided under the program or activity.	Adequate planning for preschool and adult education programs will be necessary so as to include handicapped individuals. Enrollment will not be denied persons on the basis of a handicapping condition.
§ *84.39 Private Education Programs* (a) A recipient that operates a private elementary or secondary education program may not, on the basis of handicap, exclude a qualified handicapped person from such program if the person can, with minor adjustments, be provided an appropriate education, as defined in § 84.33 (b)(1), within the recipient's program.	Any private school accepting Health, Education, and Welfare funds directly or indirectly must adhere to the requirements of Section 504. If a handicapped child is referred to private school by state education agency or local education agency, the local education agency must remain responsible for the education of the referred child.
(b) A recipient to which this section applies may not charge more for the provision of an appropriate education to handicapped persons than to nonhandicapped persons except to the extent that any additional charge is justified by a substantial increase in cost to the recipient.	All handicapped children in private schools, even though not referred there by local education agencies or state education agencies, must still be identified by state education agencies.
(c) A recipient to which this section applies that operates special education programs shall operate such programs in accordance with the provisions of § 84.35 and 84.36. Each recipient to which this section applies is subject to the provisions of § 84.34, 84.37, and 84.38.	
Subpart E — Post-Secondary Education	
§ *84.41 Discrimination on the basis of handicap shall not take place in post-secondary education programs and activities, including those relating to post-secondary vocational education, in the following areas:*	This is a multiple agency responsibility. The state education agency may be one of several public agencies to insure that post-secondary education programs meet the requirements of Section 504.
§ *84.42 Admissions*	
§ *84.43 Treatment*	
§ *84.44 Academic Adjustments*	

PROPOSED RULES AND REGULATIONS FOR SEC. 504—REHABILITATION ACT OF 1973	IMPLICATIONS
§ *84.45 Housing*	
§ *84.46 Financial and Employment Assistance to Students*	
§ *84.47 Non-Academic Services*	
Subpart F — Health, Welfare, and Social Services	
§ *84.51 All health, welfare and social service programs and activities receiving Federal financial assistance shall comply with the following regulations:*	
§ *84.52 Health, Welfare and other Social Services* In providing health, welfare, or other social services a recipient may not, on the basis of handicap, deny a qualified person these benefits or services or provide a qualified handicapped person services or benefits that are not equal or not as effective as those offered to nonhandicapped persons.	
§ *84.53 Drug and Alcohol Addicts* A recipient to which this subpart applies that operates a general hospital or outpatient facility may not discriminate in admission or treatment against a drug or alcohol abuser.	
§ *84.53 Education of Institutionalized Persons* A recipient to which this subpart applies and that operates or supervises a program or activity for persons who are institutionalized because of handicap shall ensure that each qualified handicapped person in its program or activity is provided an appropriate education.	State education agencies have oversight responsibility.